HLC Accreditation Evidence

URL:

Title: WTCE Division Essential Skills 2018-2019 and 2021 Annual Report

Office of Origin: Vice President of Instruction

Contact(s):

Dean of Workforce Training and Community Education

Coordinator of Workforce Training Projects and Events

Barton Community College *Workforce Training & Community Education Division* *Essential Skills 2018-2019*
Annual Report
PLEASE RESPOND TO THE FOLLOWING QUESTIONS AND SUBMIT RESPONSES TO YOUR EXECUTIVE DIRECTOR BY: **APRIL 26, 2019**

1. **Describe the instruction and/or activities you included in your program to address the Essential Skills?**

   Wade Morris – Welding
   We talk about interview, hygiene, teamwork and being courteous.

   Roni Wertz - Early Childhood
   Each course has essential skills discussion questions built-in.
   - A few classes have case-studies that deal with essentials skills to help provide a new twist to how students view a particular situation.
   - If I have to be absent from class, I always ask a colleague to do an "A GAME" activity with my students

   Vince Orth - Natural Gas
   The first day of class guidelines are set for class to be treated as a job. Inform me in advance of all possible time off, and notified prior to class of sickness, etc. Appearance, sleeved shirts, no hats on backwards, cleanliness along with hygiene.

   Vic Martin – Agriculture
   This is part of every class, especially critical thinking, communication, mathematics related to the field and "work ethic." Special attention to Essential Skills is given in Ag. Orientation and during Scale Safety with a variety of worksheets, quizzes, problems and discussions.

   Maggie Tracy – Agriculture
   Students are expected to attend class and if not make arrangements before class starts. Students are also expected to learn technical skills and apply them to larger thinking about principles and theories.

Barton Community College
Workforce Training & Community Education Division
Essential Skills 2018-2019

Annual Report

Ron Kirmer – Automotive
We support essential skills in auto with activities such as working in teams on projects. Attendance is discussed and attendance is graded as part of the total course grade. Time management is a topic that is backed up with deadlines for completion of projects. Customer service and respect for customers is taught as consideration for customers and their vehicle by accurate diagnosis and control of repair expenses.

Kathy Boeger – Business
Several were implemented beginning with the first day and explaining the need for self-management skills and workforce skills along with how they transfer from school to the workplace. Mock interviews and job search documents (resume, cover letter, references & applications) were included along with critical thinking activities, various teamwork activities and reinforcement activities for the various essential skills. Time management goals were included this semester after the first time budget activity and then we closed the loop with a second activity reviewing the goals and whether the student met them, time management was improved, etc. **Planners are required of every business student and they must be hard copy not technology based.**

Deanna Heier – Computer Concepts, Business and Marketing, Spreadsheet Applications
Computer Concepts works on time management and accountability with all projects and assignments. Due dates are important and exceptions to the rule do not apply often. We complete online Google assignments that allow for reflection on the software and the adaptability between different applications. We also work in Teams on several projects that allow for good communication skills, obtaining communication for outside of the classroom, team management, leadership, and accountability for not just yourself, but a team.

For Business and Marketing, the students work towards building a plan for their business that emphasizes communication through presentations in the classroom. They also need to have good grammar and writing skills. Organization for the project is imperative since it is a full semester project. This year, I have also enhanced my "market yourself" section of my Marketing class to help the students review and discuss many essential skills that contribute to finding a job and building a career. Marketing yourself can be the hardest form of marketing and students should learn how to be their own professional advocate.

Annual Report

Spreadsheet Applications works with many different hands-on projects throughout the course to provide real-world experience with developing content from scratch, structuring a worksheet, using cell references, formulas and functions correctly to ultimately create a well-organized and efficient document. Use of hands-on technology and adaptability is essential in most areas of the workforce.

We also enhanced the Essential Skills presentation for the 2019 Career Fair. I understand this is not part of a class, but I felt that it was a very positive and effective tool compared to the previous year. It was more interactive and applicable to the middle school students. The student presenters also did an excellent job discussing their sections of the presentation. I believe these presenters learned essential skills about communication and professionalism.

Kimberly Brennan – Medical Support Programs
This year has been a unique year for me as I am trying to help several of my students work on interviewing skills. These skills include being personable, smiling, and answering questions thoughtfully during interviews. Unfortunately, this also has been including hygiene and body odors from smoking. The smoking smell that heavy smokers who do so in enclosed spaces is very off putting especially to HR directors who are concerned with patients they may take care of. I will, of course, keep covering these topics especially with my students who smoke and wish to find a job in healthcare. First time job seekers are often nervous so don't come across as poised to interviewers. I am encouraging practicing before you interview and think of questions (other than salary) to ask the interviewers about the job. Also interviewees need to do homework regarding the place they are wanting to work so that they can interact effectively. This will impress the interviewer that you have done the groundwork. Pushing internships is another way I am trying to get students to treat this like a two week or 3 month job interview. If they like what they see, they are likely to hire you.

Cristi Gale – Networking/Programming
We watched and discussed a video (https://vimeo.com/239050403) of a millennial job interview.

Melissa Stevens – Criminal Justice

The students are given semester long assignments in examining their future and potential vocational paths. Not only do they learn time management, critical thinking and problem solving skills, but by discussing their projects with a mentor they learn and understand the physical, mental, social and psychological skills necessary to succeed in this career field.

Nursing and Healthcare-

Accountability: Students are held accountable to attend theory each week. The students are required to submit an assignment that is based on that week's lecture and must be turned in at the beginning of class. Only certain assignments are collected for grades but the students are not aware of which ones will be collected to encourage students to complete and attend all classes. Students are also held accountable in clinical. They are expected to arrive on time, in appropriate clinical attire, adhere to HIPAA, and work within the nursing scope of practice.

Communication: Throughout the clinical experience, students are expected to communicate with their patients, instructors, nursing staff, and the patient's interdisciplinary team. This is evaluated on their self-evaluation form.

Critical Thinking: Critical thinking is difficult to teach but during simulation labs and clinical days, time is spent at the end discussing scenarios with students, which drive them to think critically about the patient/scenario occurring.

Customer Services: Students are expected to provide therapeutic, caring behaviors during clinical and with peers and instructors in the classroom. This is evaluated on their self-evaluations under the Caring Criteria. Faculty and preceptors also evaluate students based on what they witness in the classroom or clinical setting.

Professionalism: Students are expected to adhere to clinical dress code as stated in the Nursing Handbook. This is evaluated on their self-evaluation form.

Self-Management: Depending on census, students have the opportunity to provide care for two patients (mother and baby) during their OB clinical rotation. This requires time management and organization to develop a plan for

the day and to ensure the patient's needs are met. Students are also expected to submit assignments and clinical paperwork on time and are given a reading list at the beginning of the semester listing the due dates.

Self-Management Skills- Students are graded during clinical and lab times whether or not student is on time and prepared which measures dependability and reliability. The students are counseled at the beginning of the program and throughout of the counseling services available to assist with stress management, organizational skills and study skills to progress through the program. Students are assigned projects with due dates and given instructions and grading rubrics to complete the assignment. The student must take the initiative to complete the assignments. Students self-evaluate after clinical and lab experiences. Following the student's self-evaluation, the instructors provide feedback. The students develop integrity by honestly evaluating their performance. This year pre-simulation assignments were given to students. The assignment is meant to prepare the student for the specific simulation. If the student does not complete the assignment, the student must complete the assignment before being allowed to participate. The time spent doing the work is made up at a later time. This allows the student to see that there are consequences to not managing one's time appropriately.

Self-Management Skills- The ADN program teaches and evaluates students on their self-management throughout the program. Students are oriented to resources in Kaplan and DavisAdvantage to enhance their self-study skills. The ADN program student learning outcome of professionalism addresses self-management skills. Students are expected to exhibit professional behavior during learning activities. Expectations for professional behaviors (timeliness, hygiene & dress, preparedness, and appropriate response to stress) are clearly written in the nursing student handbook and discussed during orientation. Students are then given instructor feedback on their professional behavior after each clinical experience. Students are expected to reflect on their behavior and skills after clinical experiences and document this on a formal self-evaluation tool. Students are allowed only a limited number of late submissions on clinical paperwork. Unexcused late assignments or late arrivals to clinical results in performance alerts, learning agreements, and may result in expulsion from the program. Self-management is considered an extremely important skill in the field of nursing.

Interpersonal Skills- Simulation lab is a practice lab for students to communicate with patients prior to actual clinical. The students self-evaluate after each simulation to determine if they are performing interpersonal skills well. The nursing faculty follows the self-evaluation with an evaluation of the student. If the student is struggling with this skill, the faculty set up a time to meet with the student and discuss ways to improve. Students introduce themselves to their clients whom they will be giving care that day. Students are expected to do client teaching each clinical day. As members of a multidisciplinary team they are expected to communicate professionally with peers, instructors, and other health care professionals. At the end of clinical experiences, they are required to give a verbal report to the nurse in charge of their clients. Students are educated about the importance of both verbal and non-verbal communication. Each student clinical day has written assignments which are graded for accuracy, neatness and spelling. All students are expected to use good listening skills while classmates share information. During theory classes, students present in small groups of two to three students. Topics covered included in these type of assignments include health assessment by body system, complimentary therapy, and cultural care. Students are encouraged to use a teaching aide or visual demonstration when appropriate to enhance learning. These exercise helps them develop formal communication skills as well as enhance their public speaking skills when addressing a group of twenty to thirty people. Emotional intelligence is shown through caring about their clients. Pre-conference allows students to organize a plan of care and share with other students and ask questions. Post-conference allows time for students to share and debrief the day's events.

Interpersonal Skills- The ADN program has 2 student learning outcomes for our students that relate to interpersonal skills. First, students are taught that nurses are members of a diverse team of healthcare workers and must learn to interact effectively with them. The students are also taught to include the patient and his or her family as a part of the team. Students learn how to communicate with members of the healthcare team to coordinate patient care. Faculty and mentors demonstrate and model how to give an effective patient report to another nurse and/or the physician. Students practice the formal communication process throughout the program. In Mental Health II, students receive lecture material and theory content related to therapeutic communication and group dynamics. Students also complete an assignment designed to help them learn and practice good, positive, therapeutic communication with patients. They are evaluated on their understanding of

therapeutic communication through quizzes and the assignment. Students receive specific education on conflict resolution and workplace violence during their RN Leadership & Management course. This course also includes content related to communicating with people from diverse socio-cultural and linguistic backgrounds.

Interpersonal & Communication skills: Students must be able to effectively interact with patients and other health professionals ~ Students are to role play within campus lab, taking turns being the phlebotomist or patient. Students are to introduce themselves to patients and describe the procedures they are about to do, and be receptive of patient feedback, whether verbally or through body language. Students must communicate with their instructor throughout the semester as well as participate in weekly discussions (either typed or via video)

Applied Skills- Knowledge obtained from required prerequisite courses is the foundational knowledge for the nursing program. Reading is utilized to prepare for class and to apply content learned during exams. Math and science are utilized in the medical-surgical and pharmacology course. Students are given drug calculation assignments to calculate correct doses. Science, including anatomy and physiology, is reviewed by students with the pathophysiology of body systems with nursing care applied to this knowledge. Students must apply the knowledge they obtain to application questions during exams, case studies, simulation, and clinical experiences.

Applied Skills- Knowledge obtained from required prerequisite courses, as well as the PN program coursework is the foundational knowledge for the ADN nursing program. This includes the use of English Comp, A&P, and college algebra on an almost daily basis. Reading is utilized to prepare for class and to apply content learned during exams. Students are given complex drug calculation assignments to calculate correct doses. Science, including anatomy & physiology and pathophysiology is referred to as students learn about complex health disorders and how to manage patient care.

Workforce Skills-
Students are taught the knowledge, skills, and attitudes necessary to safely care for patients (QSEN). These include procedures such as IV insertions, focused assessments, recognition of change in client condition that requires early rescue, and therapeutic management of client psychosocial needs

Barton Community College Workforce Training & Community Education Division Essential Skills 2018-2019
Annual Report

Workforce Skills- Students are to be neatly groomed during clinical activities. Students wear their picture identification badges during all clinical activities. Students do not smoke during clinical activities whether on or off campus. Students cover tattoos during clinical except for those that are tasteful on their hands due to infection risks if covered. The tattoo policy is new this year and was reviewed with the advisory board. The clinical evaluation tool which is completed by both faculty and students each clinical day addresses appearance, behavior, respect and the ability to work with others. The college syllabi requirement also addresses the issue of respect in the classroom. Attendance at clinical is mandatory and missing clinical time must be made up. Students are also expected to be punctual to clinical. Students who are late are counseled one-on-one and also complete a learning agreement to discuss methods to avoid any future late arrivals.

Learning Agreements are used to improve student success. In some situations, the instructors will require the student to have at least one appointment with the college counselor in the learning agreement conference decision.

Students learn workplace fundamentals through lab, simulation and clinical experiences. Simulation and case studies engage students in problem solving and decision making. Students practice these skills in a safe environment prior to carrying them out to the clinical or workplace environment. The nursing student also practices customer (patient) services in this environment. Technology is used in our program on a daily basis. The student's assignments, tests and schedules are all located on line for the student to follow and complete. ShadowHealth is a pharmacology online platform students use to complete learning activities. HER Tutor is a practice electronic health record students use to chart and to obtain information about their Simulation patients.

I have incorporated the "A" Program in my online weekly discussions for one of my core MLT classes. Each week for 8 weeks I take an "A" activity and center the discussion around this topic. For instance, one week, I made the students discuss "attendance". I gave them examples of how to interpret the meaning of the attendance issue and how this impacts them in both their professional and private worlds. I have found this type of discussion elicits a huge response from my students and they integrate very well with each other on these topics. Each course with a lab has an evaluation that needs to be completed by the Cooperating lab Mentors. One section deals entirely with "Essential Skills". I receive these evaluations back from the labs and then pay attention to the

marks and comments made by these labs. If necessary, the Program Director and I, the course instructor, address the problem the student may be exhibiting with these areas.

Syllabus is very detailed in what I expect as far as due dates, missed assignments and late work. Also very clear in what is considered plagiarism. I refer to it often and make sure to be very detailed in my expectations for each and every assignment including adding rubrics.

For the clinical practica the students are required to use their communication skills and critical thinking to get the required contacts and information completed BEFORE they can be enrolled. There is the same set of essential skills evaluation in the clinical practica as in the courses requiring cooperative lab support. The students are evaluated by their "student work environment". The students must be able to "transfer" their learned behaviors and skills to new environments requirements and preparing for clinical practica lets them demonstrate that soft skill.

Students are assigned the task of interviewing a pharmacist/ technician about the job and skills related to their current program of study. This asks focuses on strengthen communication. In our capstone course, students complete an internship which requires student to use their skills in an actual pharmacy setting. Students also learn document use (creating a resume & cover letter), mock customer service training, and reading and understanding purpose of document. Students critique each other's resume and cover letter.

As the instructor, I am also the student's employer, so I hold them to the standards of what they will work with in the work field.

In the hybrid class I instruct, it is required that my students to prepare cover letters and resumes for me so that we can go over what will help them acquire a job.

The time logs hold the student's accountable for their state required contact hours. They also practice proper documentation. One of the first areas presented in our CNA course in professionalism and communication. I lectured on this at the beginning of the class. The classroom environment become toxic as class progressed with one student's at times, profane language and poor attitude. As a class, we again revisited the topic and at the end of the

discussion, they related this knowledge to real life and looked at behaviors and attributes. They then voted on whether they deemed it to be professional or unprofessional and to what action a potential supervisor may take towards it.

Each semester paramedic students are required to complete an ethics essay. The students are given a situation that could be encountered as a paramedic and must determine if it is an ethical, moral or legal problem. They are asked to answer how they would handle the situation and the ramifications both short term and long term they could expect from their solution.

Students were engaged in Essential Skills activities through threaded discussions, case studies, projects, journal entries, and live review sessions with the instructor.

2. **Share any challenges you had while integrating the Essential Skills into your program and/or classes.**

   Wade Morris – Welding
   Some students have never encountered these issues and have trouble understanding the importance.

   Roni Wertz - Early Childhood
   The challenge or opportunity would be to creatively think how to incorporate ES differently into each course. There is no need to do the same thing over and over again.

   Vince Orth - Natural Gas
   Hygiene is always difficult to discuss, but I realize it must be discussed.

   Vic Martin – Agriculture
   One challenge for some is helping them to understand just how much this matters in a career and taking it seriously, something more than simply a class assignment.

   Maggie Tracy – Agriculture
   Students don't grasp the importance making arrangements beforehand and students also struggle with applying the information until they experience the production practices first hand.

Barton Community College
Workforce Training & Community Education Division
Essential Skills 2018-2019

Annual Report

Ron Kirmer – Automotive
Students often have a hard time learning time management because multitasking is not considered when approaching a project. Attendance and arriving dependably on time for class are challenges that students don't realize how important it is to arrive on time and consider the class as a whole when they only are concerned about their own time frame.

Kathy Boeger – Business
Students still question the application from school to workplace but discussion seems to remedy most of their "issues" with not getting paid in school.

Deanna Heier – Computer Concepts, Business and Marketing, Spreadsheet Applications
When trying to require accountability and responsibility in the classroom / course, students are still not listening or reading instructions. Due dates can be reiterated several times, it can be documented in the Canvas course for the assignment, it can be added to the syllabus and the students still expect to be the exception and be allowed to turn in work late. Even for partial credit. I see this in both my on-campus classes and online courses. Therefore, I created an assessment in my online CCA class to find out what the students were thinking regarding this issue. I reiterated all of the expectations and provided a quiz regarding the information and their opinions / suggestions regarding the issue. This was a helpful insight in regards to how we provide information to the students and how important and helpful placement of the information can be to the student. It was also refreshing to see many of the students taking the responsibility and see where they could do better with not procrastinating, reviewing the material and videos before the test, etc. Some students still pushed the responsibility back onto the instructor to fix it but a very small percentage of the class.

Kimberly Brennan – Medical Support Programs
Some habits are hard to break, such as cell phone interactions, inappropriate social media etc. I try to keep appraised of my student's social media as I often friend them to see what they are posting. If I do see something I will personally message them.

Cristi Gale – Networking/Programming
Not Applicable

Annual Report

Melissa Stevens – Criminal Justice
Challenges include keeping students motivated and on task. They have difficulty connecting the dots between academic work and reality. Working with students individually and with their mentors keeps the project fresh and modern day.

Nursing and Healthcare-
As stated previously, critical thinking is difficult to teach but vital to the nursing profession

None as this has been a requirement of the program for several semesters

The nursing program is a professional program so professional behavior and essential skills are a requirement. Some of the challenges we encounter include lack of essential skills for the demands of a professional program including being self-managed, being able to communicate face to face and using online technologies, and lack of professional behaviors. With the ability to communicate these findings through our continuous student evaluations, the student is able to improve in the areas needed prior to the end of the program. We have the ability to guide these students with policies the nursing program has in place in order to enforce the required essential skills

The nursing program is a professional program so professional behavior and essential skills are a requirement. It is a constant challenge to get students to by-into the need for the level of self-management we consider appropriate. Students who do not have a strong grasp of previous content and pre-requisite knowledge (applied skills) struggle to learn at the pace we need them to.

The biggest challenge is of course the online delivery method. It is hard to "see" my students and their behavior with an online course. I have to put my trust in the Cooperating Lab Personnel to find any problems my students might have in this discipline. I, of course, can see how well they perform in the class, demonstrating certain essential skills, such as time management and adhering to deadlines.

Constantly repeating the "rules" or expectations to the same students again and again, even though I enforce consequences every time.

Annual Report

I can't think of any challenges I've had integrating these skills into my courses, the one skill I've noticed that needs more encouragement is communication.

Challenges seem to be the student's lack of transfer of skills from one course to another.

One challenge I have faced is that a few students, I'll say less than 5%, do not complete the assignment of live mock interviews for fear of not communicating clearly. With the profession of pharmacy, communication is of the utmost importance. I want students to be able to clearly communicate to other pharmacy staff and customers alike.

We have a lot of high school students who enroll in our courses. Many have never held down a job before. Due to this, it is their first experience with many of these "soft skills".

Students at a High School class were introduced to Responsibility and Accountability at the beginning of class and continued through daily communication. I feel the need for a daily reminder for this class was sufficient due to the maturity levels and retention of content discussed.

Many of the Essential Skills are already integrated into the KDADS curriculum we instruct.

Challenged by making it as applicable as possible to students work and lives. There are some scenario "What would you do?" case studies. Having the field experience class helps in that students are getting hands on work in the field experience class.

3. **Please share input you received from students specific to their exposure to Essential Skills.**

   Wade Morris – Welding
   Mostly good, some I think are assuming they are being singled out, even if we are talking as a group.

Barton Community College Workforce Training & Community Education Division Essential Skills 2018-2019
Annual Report

Roni Wertz - Early Childhood
I have only had two students (friends in the same class) that were cranky and questioned why essential skills. The majority of students love that you are bringing in real world situations into the course content.

Vince Orth - Natural Gas
I have had no outward expression of disagreement with the discussions I have had.

Vic Martin – Agriculture
Most "get it" and those that do often feel behind, especially with critical thinking, communication, and mathematics. Those that don't indicate it's a waste of time.

Maggie Tracy – Agriculture
Once students get the idea behind applying the information they seem to do it more regularly and easily.

Ron Kirmer – Automotive
Some students have expressed that they are paying for the class and can come at their convenience, (not so). They are then asked if they would consider doing this on the job and discussions evolve. Too many feel entitled rather than privileged.

Kathy Boeger – Business
Business students are used to the term and activities related to Essential Skills. We begin every semester (first day) discussing "Mrs. B's rules" and why they apply to the workplace also. Groaning only typically occurs when they have to complete the time budget sheet.

Deanna Heier – Computer Concepts, Business and Marketing, Spreadsheet Applications
I do see a responsibility that develops in many of the students over the semester. I believe it is the sink or swim approach but many of the students do have a plan to get assignments completed and submitted on time. Many of them do things differently at the end of the semester than they did at the beginning of the semester. I believe being firm on the expectations at the beginning puts the requirements and expectations back in their control and allows them to decide for themselves. I also see that the technical abilities the

students' learn in class are often essential in other courses, both present and future.

Kimberly Brennan – Medical Support Programs
For the most part students are very appreciative of the first- hand knowledge I impart to them. A couple of former students believe that I am not helping them enough to find a job. I really feel that I have gone above and beyond but they have not yet found jobs.

Cristi Gale – Networking/Programming
This group of students identified themselves as Millennials, although most categorizations would identify the majority of them as Gen Z. They recognized the negative stereotypes in the video and expressed that it was 'common sense' not to do these things. Is that a sign they are more Gen Z than they realize?

Melissa Stevens – Criminal Justice
Much of the work in my career field is shift work. Some of the students participated in ride-along during 2nd and 3rd shifts. They determined they were not cut out for shift work. My guidance is to promote awareness and the well-developed self-care strategies it takes to be successful, regardless of the shift you are working.

Nursing and Healthcare-
Students are required to complete a self-evaluation form after clinical/labs. This form allows them to evaluate themselves in regards to several of the essential skills. They can choose a rating of either Satisfactory, Needs Improvement or Unsatisfactory. If they do not choose Satisfactory, the student should provide a comment stating why they chose Needs Improvement or Unsatisfactory and how they will work on that particular skill/outcome. Most students choose Satisfactory.

Students evaluate themselves in this area. Many of the students have essential skills while others need feedback about how they can improve in essential skills. We must use a lot of positive reinforcement in order to keep the student from creating a negative focus. We teach them how to effectively use the constructive criticism to grow into competent professionals.

Barton Community College
Workforce Training & Community Education Division
Essential Skills 2018-2019

Annual Report

At the end of each course and at the end of each year, we have students rate their perceived achievement of the students learning outcomes – caring, professionalism, collaboration, clinical judgement, communication and more. Students have rated themselves as having achieved the SLOs. The responses to MS III 2018 end of course evaluation indicate students believe the course provided adequate opportunities to work toward achieving the SLOs. However, some students report they would like more practice of some nursing skills such as IV insertion, NG tube placement etc.…

They seem to enjoy the participation in the "A" game. I see a lot of activity in this class and judging by the amount of interaction as compared with other weekly discussions, they are engaged and willing to put more time and effort into this activity.

Students are very good at explaining why their particular situation should be an exception to the consequences.

Students seem to want to be able to complete the work when it's convenient for them, not necessarily by the listed due dates. Students also seem to misunderstand the pint of some of the assignments where I have them build study materials or teach/explain a topic to each other.

Many students found that adequate planning for communication professionals, such as pre-preplanning what questions you will ask ahead of time, researching the profession and workplace setting so that you are familiar with the profession help tremendously, versus those who did not prepare.

I have had students tell me it was an eye opener as to what will be expected of them later when they actually work as a CNA, and it is not as easy as they thought it would be.

Students identified areas in their professional lives that they could organize and have all pertinent information relevant to their employment, whether past or present. For example, keep their resumes and updated with information about changes in employment, dates, salary and supporting documents filed with separately according to their history.

Feedback from students are positive.

Annual Report

There have been comments from students in the threaded discussion about how the discussion on professionalism, customer service, accountability etc… has helped improve their skills as a dietary manager.

4. **Please list any changes you intend to make in response to student feedback.**

Wade Morris – Welding
Maybe take a more casual approach.

Roni Wertz - Early Childhood
As a CAT this semester, I have had students come up with a scenario highlighting an essential skill that they have come across at their jobs or on field experience.

Vince Orth - Natural Gas
Due to this semester of not always informing me on missing class, next semester all missed quizzes will be a zero grade and no makeup if I am not called in advance of missing class.

Vic Martin – Agriculture
They would like more interactive classwork such as role playing and solving situational exercises. I need to try to find more and better ways to help them understand the importance of this to their work and personal life.

Maggie Tracy – Agriculture
Encouraging students earlier will be the biggest change and reminding them of classroom expectations throughout the semester.

Ron Kirmer – Automotive
We will continue to compare these points to real life demands.

Kathy Boeger – Business
I am planning to find or create a different time management activity instead of the time budget sheet or modify it in some way. **Hard copy planners will continue based on student feedback.**

Annual Report

Deanna Heier – Computer Concepts, Business and Marketing, Spreadsheet Applications

I believe that I will be reorganizing many of my courses so that I have expectations posted in many areas including the syllabus, but more importantly throughout the course. I believe reminders regarding the expectations are also important, specifically before major assignments and tests. I will also be updating my orientation quiz at the beginning of the semester to quiz the students over more information that is essential to their success in the course.

Actually, I am also going to take a thought from the Academic Integrity area and use it for Essential skills as well. I would like to use professional examples to help communication and educate the importance of essential skills. I believe this will help enforce the necessity of essential skills and make it both applicable and personal for the students.

Kimberly Brennan – Medical Support Programs

I will continue to stress the importance of how to interview to get the job you want. You may have the skills but may not get the job without taking those extra steps to ensure that you are presenting your best self to potential employers.

Cristi Gale – Networking/Programming

Melissa Stevens – Criminal Justice

I plan to create more opportunities in areas other than law enforcement so students can get a realistic looks at skills necessary for Probation/Parole. The ability to read and interpret reports, write well, listen to clients, communicate with other professionals, make referrals to other agencies, etc.

Nursing and Healthcare-

In Maternal Child I, most students stated the least beneficial part of Great Bend Children's Clinic observational clinical rotation was it being observational only and the students could not be hands on while there. I would like to further discuss a way to incorporate more hands-on experience with the clinic and less observational only. This would be more worthwhile to the students but may also assist the nurses at the clinic with their tasks.

One change implemented in the Spring semester was test Q & A sessions held prior to exams. This time was created to give the students a chance to

look over content, ask questions to resolve muddy points, and to discuss as a group upcoming exams. It was created due to some students falling short in the self-management element of essential skills. Some students requested more guidance and organization with studying and test taking. We plan to continue test Q & A in future semesters.

We are planning to integrate more opportunities to practice select workforce skills into the schedule for fall semester courses. We are also evaluating our clinical sites in an effort to maximize student's ability to practice necessary workforce skills.

At this time, I have received few if any negative feedback, so I will continue with this type of activity.

I am planning on adding some CAT questions on integrity in the workplace to hopefully have them make a connection between what we do in class and what they would do at work.

(Chemistry) I plan to make some adaptations to my case studies, instead of having students work individually, I will assign them into groups for them to work collaboratively on them. While there is still an assigned timeline, by sharing the work hopefully it will seem less overwhelming. I will also assign one or two more "field trips" for them to take in order to expand their exposure to chemistry analyzers. This is in response to specific feedback in chemistry. I also hope to create a collaborative notebook for the students to build upon together and use to organize their study materials and use throughout the program (either together or individually) < *both for phlebotomy and chemistry courses* this will hopefully redirect their thoughts to building resources for future use and not just "teaching the material to each other".

To rehash the instructions with instructors to make it more clear and less verbiage for clinical practica and standardized syllabus sections.

Summer 2019, I will begin integrating Workforce Skills modules in the pharmacy technician courses so that these skills may be discussed in greater depth. Beginning Fall 2019, videos and discussion modules pertaining to essential skills will be required and part of the students' overall course grade.

Barton Community College Workforce Training & Community Education Division Essential Skills 2018-2019
Annual Report
I intend to focus more on accountability and communication activities next semester as high school students seem to be lacking in these areas. I am thinking about encouraging student accountability by having student managed clinical/class daily logs that I check daily. More time spent on student resumes. Plan to start live sessions curses. Plan to brainstorm an online lab which could be full of essential skill learning and practice. Plan to brainstorm new discussion threads, case studies and journaling activities that will engage the students in essential skills

HLC Accreditation Evidence

URL:

Title: WTCE Division 2021Essential Skills "April Challenge" Report

Office of Origin: Vice President of Instruction

Contact(s):

Dean of Workforce Training and Community Education

Coordinator of Workforce Training Projects and Events

Essential Skills "April Challenge" 2021 Report

Please select one Essential Skill you have used in your classroom.	How did you promote that Essential Skill? What was the activity?	Were there any challenges you experienced while promoting Essential Skills into your courses?
Adaptability	Demonstrating and encouraging	Diversity in Student learning styles
Communication	Flipped class and research papers	Not at all
Communication	Multiple group activities in which the small group has to come to a consensus answer to a question after everyone has shared their initial opinions and responses. Everyone must both speak to get their points of views out there, but they also most listen to one another in order to come to a consensus definition or response as a small group. They then must share that response back out to the entire class, further exhibiting their communication skills	Not really. A lot of what we do 'automatically' includes these kind of skills; just a matter of thinking purposely about it and articulating the actions that are already going on
Communication	Students have a worksheet to complete with their parents in regards to transitioning the agriculture operation. Succession to the next generation is full of many different feelings and communication is key to a successful transition. Discussion of good communication occurs prior and after completion of the assignment.	Tradition provides an obstacle to overcome when discussing communication.
Communication	Students read two articles about composing professional emails and then write their own	Definitely! As time goes on over the course of the semester, some of them slip further away from that initial "perfect" email we practiced. It takes reminding for them to communicate professionally.

	professional email to me about a hypothetical inquiry.	
Communication	I have the students work in business teams to resolve problems and design an accounting structure on QuickBooks and PowerPoint	Since I work with inmates the technology is limited so any assignment must be done in class only
Communication	Using netiquette in discussions and in communication with others.	Yes, some students were not adhering to these rules, and after reminding them, they were civil to the group about hot topics.
Communication	Students took on the role of genetic counselor and a patient. With varying case scenarios, students had to present sensitive and life changing information. The patient had to ask questions to make sure they understood thoroughly what was going on. My students swapped roles and presented different cases. When they finished they provided feedback to other students about their performance in a professional and appropriate manner.	Some students had difficulty role playing. Since they were doing it with their peers, there were some awkward snickers.
Communication	Most of my classes focus on written communication and critical thinking skills, and several assignments also ask students to reflect on their writing process to improve their understanding of the skills they are honing.	Not really, but I do appreciate the additional focus on how we can further integrate and emphasize these skills.

Communication	Communication occurs at many levels in the nursing program. Something I wanted to add was positivity as I see that many students struggle with negative self-talk. A "Shout-out" wall was added to the classroom and lecture could begin on a positive note by allowing students to give "shout-outs" to classmates for going above and beyond. It is nice to reflect on all the gratitude in the classroom.	Professionalism is a major part of our program. Arriving to clinical on time demonstrates professionalism along with submission of clinical assignments on time. The student can be dismissed from the program for too many late assignments and or late arrivals. This is difficult to track and even more difficult to implement when a student struggles in this area. It is difficult to teach professionalism when it does not come natural to certain students.
Communication	Questions of the Day Socratic Online Discussion	Just keeping students interested in participating without offering them cheap points for participating.
Communication	I often test mastery of skill/material now by assigning presentations, instead of exams or papers.	Many students have never been taught how to create slides that will compliment his/her message. So I have to teach how to create slides for presentations. Without this lesson, students often will just jam pack a slide with information and read that information to the audience. This is reading, not presenting.
Communication	We have a team exercise that small groups must work to accomplish the task at hand	No most of my student's hold roles of leadership and have no option but to communicate with others to accomplish the mission.
Communication	Introduction of the course.	None
Communication	I try to communicate on a timely fashion with the students. I communicate using Canvas and Email.	No challenges.
Communication	I make it a point to have each student talk at least 5 times in a week during class. I also do well to check with about 50% of my students during each class. I	Yes. I have a few students who do not want to talk. However i am able to communicate with them in Writing

	specifically call them by name and have a few seconds of conversations with them. It might be about the class, lesson, quiz, problem at hand or something trivial like how was your weekend. Finally I make it a point to send message in text form to my students as often as I can.	
Communication	We do multiple threaded discussions in my classes. I encourage the students to provide answers and feedback to other students that is well thought out and constructive. Each student is required to respond to at least one other student's post during the week. Their response has to be more than "I agree" to receive full credit.

I also play the devil's advocate in my responses to students to get the lines of communication open even further. I want to challenge their lines of thinking as well as give them an alternative view point to consider with the topics we discuss. | The only challenge is getting the students to "talk". Most of the time there is no issue but sometimes we have a quiet group OR a single student that doesn't like to provide feedback. In those times I will push even harder to get responses and keep the students communicating with each other. |

Dependability & Reliability	The activity was measuring pipe-to-soil potential (volt) readings during the corrosion course. I have six students, before starting taking those readings, I trained one student on the multimeter and how to perform the survey. Then with the help of this student, I trained the rest of the students. To promote dependability and reliability on the students, I divided the students into three groups (2 students in each group). This survey (potential reading) is time-consuming because it takes around two weeks. On days 1 and 2, I showed the students how to take the readings and how to interpret them. For the rest of the days, I let the student do the survey independently in order to increase their skills and confidence.	No challenges were faced while Appling those skills. I believe promoting those skills helped me in terms of time management and expose students to more hands-on skills.
Dependability & Reliability	I teach MATH 1828 online at Barton. I think that organization is KEY is an online course. I create a pacing guide and begin sending it out to students before the term begins and throughout the term. I allow students to work ahead as much as they want but there are strict deadlines to keep them on track. There are late penalties in place if they submit assignments	I do not feel that this is a challenge. I am very organized by nature so it comes very easily to me to create pacing guides and due dates to keep myself and my students on track.

	after the assigned due date to make them dependable and accountable for THEIR grade and success in the course. I am constantly sending out announcements and reminders about due dates, asking if they need help, and other helpful information but I want them to gain ownership of their success in my course. I am the instructor so my job is to teach and assist but they must be dependable and reliable because it is ultimately their education and future.	
Dependability & Reliability	We have conversations about being dependable/reliable and how it can effect so many people. Help students look at the big picture. We are in the business of people, people are counting on us to help care for them. We work through different scenarios when people are not dependable, what we can do to help in those situations and not become that unreliable person.	A lot of people are self-centered, only worry about right now. They look surprised at how many people can be effected by someone that is not dependable or reliable.
Emotional Intelligence	I listened to what the student was saying or writing to me and attempted to respond in a professional kind manner.	Following up with students who seem to need extra support.
Initiative	Complete time logs to document time in hybrid courses. Students are required to meet minimum	Students tend to fill out the time logs each week, but do not necessarily tabulate the totals.

	state hours and this hold them accountable to know where they are in class and how many more hours they need to reach.	
Initiative	The students are required to do an immune case study. They are required to search out the answers from reliable scientific sources. They must be able to distinguish a reliable source from an unreliable source as part of this assignment.	My students eagerly took up the challenge and performed exemplarily.
Initiative	The way my courses are structured, the students have to continually take the initiative to work on assignments and complete them before the pace dates. The courses are based on individualized instruction, so students must also take the initiative to seek help when working on assignments before they take post-tests.	No. I've always embedded essentials skills in my course designs.
Integrity	I created a PowToon video animation, "Be Like Jane" on Academic Integrity and then had an academic integrity quiz and contract.	Making it engaging enough to catch students attention.
Integrity	Students complete an Academic Integrity Module and write a research project about academic integrity/cheating at the college level	Nothing out of the ordinary, although ironically, I had one student cheat on a significant part of the project. :(

| Integrity | I promote this skill through a lecture specifically discussing the topic:
1. Description of Academic Integrity and Plagiarism - possible violations, ethics and integrity definition, explanation of legal and cultural/religious origins
2. Tying Integrity into a speaker's credibility
3. Elaboration on plagiarism and the confusion of what it is
Later in the course, I ask the students to reread the original lecture.

In another lecture, I provide the important information to say and write in order to give credit, if using a source (and how much to utilize overall).

For assignments, I utilize Turnitin and will actively review the plagiarism scale to provide feedback to students on why something might have been an integrity violation. | The challenges remain that some students will purposefully violate the integrity codes of the class and the institution. One item that I have learned over the last few sessions is that I will need to provide more information about "self-plagiarism". This is a difficult concept for students to understand and accept. I believe finding more resources to help explore the implications in a scholarly and professional realm could be helpful (I recently witnessed a professional being dropped by professional journals and organizations due to self-plagiarism. It can have very damaging impacts.) |
| Integrity | At the beginning of class I have students read and agree to a document that indicates that they have fully read and understand the instructions for the | No, all students comply as they must do so in order to proceed to the next module. |

	assignments and the expectations of the instructor.	
Integrity	Since I have such a small class, this gives me the opportunity to listen and engage in conversations with my students that are extended from my lesson plan. Building relationship with my students helps me build my lesson plan to meet their individual needs, which in turn, makes them feel appreciated and important.	Not at all. As a teacher, we should be using those skills during every class. I feel students will want to learn and be more engaged in the lecture if essential skills are used in the classroom.
Planning & Organization	Requiring a planner in all courses.	Some students refuse but overall a good process.
Planning & Organization	Students are allowed one day in class to draft. They must then make themselves accountable for scheduling a writing conference (if needed) prior to final draft submission. The process of planning and organizing multiple course essays also falls within this realm.	At times, students delayed a little too long in making appointments, but more often than not, feedback on work was requested for the purpose of improving the final submission quality.
Planning & Organization	Lab investigations require several days of planning prior to the deadline. This is especially relevant in a microbiology course as students are growing bacteria/setting up experiments with a personalized kit at home.	Some students did not plan ahead as advised, but learned to develop a schedule to successfully complete labs.
Planning & Organization	We set up schedules for assignments relating to upcoming projects, and we reviewed outlining and other organizational skills.	For some students, learning organizational skills is new territory, and it can be a challenge.

Planning & Organization	Putting on a theatrical production. Students were to plan and organize everything, from rehearsals, props, schedules. They were to abide by my schedule with due dates and assess how they are doing through discussion and revamping.	No. This is THE essential skill for this class and it was not difficult to promote it.
Planning & Organization	We complete graphic organizers in class to illustrate steps/processes in identifying which strategy works best to solve certain problems.	Students are mostly receptive to the messages and activities we have in which I emphasis Essential Skills.
Planning & Organization	Problem: In my 6-week sessions, students often struggle to keep up with pace and rigor due to challenges at work & home. Essential Skill: Students need to be efficient in planning and organization so they can succeed in short term courses. Activity: During weekly zoom meetings, students were asked to create a 'Plan of Action (POA)' - In this plan, students must come up with their plan (day & time) to complete the weekly tasks. I went over their plans and made suggestions based on the assignment's rigor, pace and time demand. After receiving feedback, students tried this plan	- one of the challenges I experienced while promoting this essential skill - students told me that they often come up with unexpected personal/work/family related emergencies that will not let them complete their weekly goals. This delay impact the next week's goal.

	and some were successful in mastering this essential skill (planning and organization) and others need improvement.	
Planning & Organization	I utilize planning & organizational skills on a daily basis, by demonstrating the ability to engage in self, student, and resource management, in the areas of time, and circumstances to reach a specific goal in dilly personal, and student-oriented academic processes. This includes; estimating the required instructor/student effort and time allotted to effectively complete given tasks. Along with identifying and organizing the needed student/ instructor timelines, materials, systems, and	Throughout my years of utilizing planning & organizational Skills I have become aware of the reality that no matter how hard one tries nothing is etched in stone, and therefore, a key element of effective planning and organization skills includes the ability to remain flexible and be able to self-modify plans at a moment's notice as the need arises.

	knowledge-based skills required for sacksful student engaged learning for each unit and unit section. While establishing effective methods to measure results and milestones throughout the daily instructor/student learning process.	
Planning & Organization	As I set up the BSEP class I put the dates when a module will open. So students who miss class knows what was covered.	Making sure the lessons match the assignments on the correct days.
Planning & Organization	Each step in three major assignments must be completed in steps, following a specific process, and on a certain day of each week/module	Sure. Procrastination on the part of certain students
Planning & Organization	Reviewed the entire course on the first day of class. Discussed all assignments due dates, final exam and final presentation. The purpose was to give the students the tools by which they can plan their study time.	Yes
Planning & Organization	I have due dates for assignments that are available to students at the beginning of the cycle. Tests, Written Responses, Final Project, etc.	Not usually.

Planning & Organization	I require planners/organizers to be used throughout the whole course. But during the second week, we plot out a research assignment that will span 3 weeks. We do brainstorming activities where everyone copies what is on the board by hand (brain research shows this is important). We do individual task sheets and set accountability dates. These are shared with others in a two-minute "speed" round. We set due dates for each phase of the assignment to help with and module time-management skills. We make sure that when a due date arrives we share without work with the class. This accountability helps to show the importance of planning/organization/completion. Students then evaluate themselves at the end of the full assignment on effort, professionalism, planning/organization, plus execution.	We include essential skills almost daily. "What do you think is a skill that will make you more hire-able from today's interactions? Why? Are questions we often ask ourselves and each other.
Planning & Organization	All students are required to maintain a planner for all classes.	Students that don't use planners are typically late with assignments, etc. and I I don't accept their late work. I always ask about their planner too. :)

Respect	Students practice respect when interacting with each other in the lab and classroom activities. This course is meant to help prepare students to interact with the public in their time of need and render first aid/cpr to people of all different backgrounds, faiths, ethnicities, genders, and sexual identities. In the class they practice with each other during skills lab because just like in the real-world situation in class they are exposed to an assortment of classmates. This is practiced in our interactive team review games to the our skills labs.	There were not, respect was talked about from day one and students met the challenge.
Respect	This assignment to promote respect for others has been a part of my class for more than 15 years. Basically during discussions students are required to respond to another student's post. This must be a full response of more than five complete sentences. I have designed instructions to include being polite to one another and also students can disagree but "must play nice in the online sandbox".	Rarely a student may disagree with another and the verbiage is not polite or respectful. I read the responses and if I see a problem then I send a private email to the offending student and also post a reminder in class discussions, announcement or email that we must be respectful/kind/polite in our responses. Again it rarely is a problem due to up front expectations.
Respect	Many of my students are military or former military and regardless of their rank I attempt to treat all of the students with respect and I	Rarely do I ever have any problem with a disrespectful or disruptive student in my class. I set my expectations high and the students meet or exceed those expectations.

	expect my students to respect each other.	
Respect	I used some spare time to have my students do impromptu speaking. I used this activity as a way for the class to show a more personal side to themselves. They were asked a question and they had two minutes to talk about it. They only had to talk for one minute to meet the requirement. The take away is that even though my students are soldiers, they are also individuals with different beliefs. They also learned something about each of their classmates.	There wasn't any challenges that came up. Some students were a little nervous to speak in front of the class. The once that were faced their fear and gained some confidence.
Respect	discussed it from the beginning of class as it is incorporated in the course syllabus	In some classes, like Intro to Soc, not everyone has similar backgrounds, so it takes some reiteration to ensure people know the difference between opinion and things like racism/sexism, etc. which are not allowed.
Respect	I teach political science and want students to be able to discuss controversial topics in a manner that respects all points of view. I choose three topics (Do the rich pay their fair share of taxes?; Is there a war on women?; and Is America a systemically racist country?) and students break into two groups based on their beliefs about that question. What I attempt to do is twofold:	Most students are ill-informed and simply believe whatever new source they use, especially social media. Many are unfamiliar with the topic, and many are not informed of the real facts that pertain to that issue.

	demonstrate how hyperbole shapes so much of the country's political discourse where facts are less important than the narrative, and to be able to discuss political issues in a respectful manner.	
Stress Management	I had the students write a journal entry on dealing with stress - both with work and school.	No. This is a great exercise and well received. I give full credit for them just doing it and having some self-reflection.
Stress Management	I have a wide range of students - from mature students who have never worked with computers and those who think they know everything about computers. The older students are usually stressed that they will not be able to keep pace with what they perceive the younger students can do. It is stressful for these students. I unusually reaffirm these students through listening and providing positive affirmations that they will be able to get through my course. I also try to be consistent in how I handle each student, so as not to put more stress on students.	Obviously, because I use technology in my classes, there will always be the challenge of technology and helping students get tech savvy. For example, we were discussing computer hardware and I was sharing about how a computer keeps itself from overheating. A student asked if there was any maintenance that could be done, because he had a problem with his computer. I discussed a few ideas, and then he stated that he had washed the jam off of his processor and that seemed to help. I am usually not speechless, but it took me awhile to try to understand what he possibly could be talking about. I wasn't sure but I recommended that he may want to do some research on thermal paste.
Teamwork	Giving residents bed baths and changing the sheets with the resident in the bed.	No
Teamwork	Team creation of a Podcast	It chewed up more class time than I wanted to use, but it was worth it.

Teamwork	During clinical simulations, students work in teams of a primary nurse, a secondary nurse, a resource nurse, and a CNA in order to coordinate patient care for a simulation client scenario. We also practice American Heart Association team processes for basic and advanced life support simulations.	Mainly time limitations, though many of the essential skills are incorporated throughout out clinical and professional expectations, which are used for evaluation purposes.
Teamwork	Small group activities. Students work together to construct a variety of products, with group leader rotation.	Sometimes students don't contribute equitably to the work load, so I rotate the leadership role. This brings them back into focus with some assignments.
Teamwork	I set up a scenario stress management seminar in my Module 7 Discussion where students had to describe a strategy to combat stress, but it had to be different that their classmates' strategy. No duplicates.	Students may not fully answer the question and I often have to remind students to describe why their strategy works.
Teamwork	One chapter of Trigonometry (proving identities) they choose a partner to work with. All Homework and the test are a joint effort. I chose this chapter because it requires insight and precision, and in both of these areas two heads are better than one.	One major challenge was attendance. If a team member was gone, the surviving team member was often at a disadvantage. Pairing up teams is a challenge also, do I pair equals, or pair a high achiever with a low hoping for some tutoring. Also with an odd number of students do I have a loner or a group of three? It did enforce the concept of carrying your share of the load and not allowing your team to suffer by your laziness or ineptness.